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PUBLIC SCHOOL,

GENERAL REGISTER

—OF—

Attendance, Classification, Promotion and Destination of Pupils.

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The EDITH *and* LORNE PIERCE
COLLECTION *of* CANADIANA



Queen's University at Kingston

E.C. Andersson

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COURSE OF STUDY

FOR THE

PUBLIC SCHOOLS OF ONTARIO.

PRESCRIBED BY REGULATIONS OF THE EDUCATION DEPARTMENT,

SANCTIONED BY ORDER OF THE LIEUTENANT-GOVERNOR IN COUNCIL, MAY, 1877.

REGULATIONS RESPECTING THE PROGRAMME OR COURSE OF STUDY IN THE PUBLIC SCHOOLS.

1 On and after the 15th day of August, 1877, the Programme, or Course of Study, shall be according to the annexed Table, as far as the circumstances of the particular School will allow the same to be followed. But where these circumstances require it, such modifications of the Programme are permitted as thereupon become necessary. It will be the duty, however, of the Inspector to see that no departures from the Programme are made without sufficient cause.

2 No "Time" or "Limit Table is prescribed, or shall be in force, except in so far as the Trustees or School Board and the Teacher may choose to regulate this

3 The Instructions to Teachers and Inspectors, which are printed on the back, shall accompany the Programme, in order that the suggestions of the Central Committee contained in these instructions may, as far as possible, be given effect to; and they are also to be read as explanatory of the use which the Programme is intended to serve in the Public Schools.

4 With respect to Religious Instruction, Trustees and Teachers are referred to the special provisions contained in the General Regulations of 1874.

ADAM CROOKS, *Minister of Education.*

SUBJECTS	FIRST CLASS.	SECOND CLASS	THIRD CLASS	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS
READING AND ENGLISH LITERATURE	Tablet Lessons, First Reader, 1st Part; ditto, 2nd Part.	Second Reader	Third Reader.	Fourth Reader	Fifth Reader	Critical Reading of Selections from English Literature, prescribed for the Intermediate Examination.
SPELLING AND DICTATION	Spelling of Words in Lessons and of Phrases.	Spelling of words and phrases from Reader, orally and by Dictation.	Spelling of words and phrases from Reader orally and by Dictation	Spelling Prefixes, Affixes and Leading Roots.	Same as the preceding class	Same as the preceding class.
WRITING AND BOOK-KEEPING	Printing Letters and Words in 1st Part, and Writing Script in 2nd Part.	Writing on Slates or in Copy Books.	Writing copies.	Writing Copies.	Writing Copies and Business Forms. Single Entry and Principles of Double Entry	Same as the preceding class. Double Entry Commercial Forms and Usages.
ARITHMETIC	Numeration and Notation to 1000. Addition and Subtraction Simple Problems in Mental Arithmetic.	Numeration and Notation to 1,000,000 Multiplication and Division. Simple Problems in Mental Arithmetic.	Arithmetical Tables, Reduction, Compound Rules, Easy Vulgar Fractions to Subtraction, inclusive. Mental Arithmetic.	Vulgar Fractions continued Decimal Fractions, Problems in Proportion, Simple Interest. Mental Arithmetic.	Application of preceding principles to question in Interest, Discounts, Stocks, Exchange, &c., Square root Mental Arithmetic.	Subject continued
GEOGRAPHY		Cardinal Points of Compass Local Geography Definitions of Physical Geography	Map Drawing, Map of the World, N. & S. America, Canada, generally, Ontario, more minutely	Map Geography continued, with special attention to the British Empire Map Drawing	Review of previous work Physical, Mathematical, and Political Geography	Work of previous years reviewed and continued.
DRAWING	Geometric Forms and Lines Meaning of Terms used in Drawing (not Geometrical Definitions). Simple Copies from the Blackboard	*Dictation* and *Memory* Drawing of Geometric Forms and Patterns. Simple Subjects from the Black-board	Practice in curved Forms Simple Designs in Geometric Forms. Parts of Plants. First Notions of Perspective.	Drawing from Objects Designing continued Memory Drawing	Object Drawing, continued. Shading Landscape from copies (Girls) Plants and Animals (Boys) Memory Drawing	Flowers and Fruits. Perspective. Architectural Drawing. Linear Drawing Designing.
VOCAL MUSIC	Note Singing Middle Register only at first.	Note Singing. Simple Songs in common and triple time Scale of *do*, by numerals and syllables	The Stave. Position of Notes thereon with intonation Additional Songs.	Shapes, names, and relative values of Notes Time Tables, Rests, Dot, Bar, Measure, &c Additional Songs	Diatonic Scales, commencing with the *natural* Intervals of Seconds and Thirds Additional Songs.	Sharp, Flat and Natural Simple, Common and Triple Time. Intervals of Fourths & Fifths, Key and Key-note. Part Singing
OBJECT LESSONS.	Counting—(Beans, Pebbles). Form. Size. Colour Weight. Common Objects (Parts and Qualities).	Lessons on Common Objects (Parts Qualities and Uses)	Common Objects (Source, Manufacture, Uses, &c) Animals, Birds, Plants.			
GRAMMAR AND COMPOSITION			Parts of Speech, Separation of simple Sentences into their two essential parts, changes of form undergone by nouns, adjectives, pronouns and by verbs in the indicative mood, active voice. Construction and variation of form of sentences Short descriptions of familar objects.	Principal Grammatical Forms and Definitions Analysis and Parsing of easy prose sentences Changes of construction of simple and complex sentences, orally and in writing Short narratives or descriptions Familiar Letters, summary of, Reading or other lessons. Rendering of Poetry into Prose.	Analysis and parsing of prose sentences and easy verse Narrative and Descriptive Familiar and business letters Review of previous work.	Analysis and parsing of verse. Outlines of the History of the English Language Abstract of Reading or Lectures. Themes; generally the formation of a good English Style.
HISTORY			Leading facts of Canadian History	Leading Facts of English History.	Sketches of General History	English History, Stuart period. Canadian History.
HYGIENE				Familiar Lectures.	Familiar Lectures	Familiar Lectures
ALGEBRA					First Four Rules. Easy Simple Equations	End of Simple Equations, Easy Quadratics.
GEOMETRY AND MENSURATION				Areas of rectangular figures.	Definitions, Postulates, and Axioms. Euclid, Book I. Areas of Rectilinear figures, and volumes of right parallelopipeds and prisms.	Book II and III Circle, Sphere, Cylinder, Cone.
CHEMISTRY AND AGRICULTURE (Optional)				For the Sixth Class A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol, Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus and their more important Compounds; Combining Proportions by weight and by volume Symbols and Nomenclature Applications to Agriculture.		
NATURAL PHILOSOPHY (Optional)					Properties of matter, Specific Gravity, Barometer, Common Pump, Forcing Pump, Air Pump and Syphon Pressure of Liquids.	Composition and Resolution of Forces; Principle of Moments, Centre of Gravity, the Mechanical Powers
DOMESTIC ECONOMY (Girls only)	Threading Needles. Hemming, for instance, Strips of Calico, or a Plain Pocket Handkerchief Knitting A Plain Strip.	Hemming Seaming or Sewing } *e. g.* Child's Felling } Pinafore Fixing a Hem Knitting—A Ribbed Muffatee.	Hemming Seaming Felling } *e. g.* A Pillow Case Stitching Sewing on Strings Kitting — A Child's Plain Sock	Button-holing Sewing on Buttons } *e. g.* A Plain day or night shirt. Stroking Setting in Gathers Marking Plain Darning Knitting—A Ribbed Stocking	Subject continued.	Subject continued. Cutting and Fitting Plain Garments
DRILL AND CALISTHENICS	1 Teachers to take their own boys and form them into companies according to strength Dressing. Saluting. File Marching. Right, Left, and Right and Left About. To extend them into open file, and put them through Extension Practices and Motions. Slow and Quick time Balance step on the halt and on the move. To change step. 2.—The Boys to be arranged in companies, mixed from both flanks, numbered and told off in half-companies and sections To be put through the formations, Right, Left, and Right and Left About as a company To increase and diminish the Front To form a Company Square. *Fours*, Right, Left, Deep Calisthenics for Girls					

GENERAL REGISTER *of the Admission to and Promotion of*

Register No.	Name of Pupil.	Date of Birth	Name of Parent or Guardian.	Residence.	Date of Admission.	CLASSIFICATION, ADMISSION, AND PROMOTION. Dates should be entered in fractional form, thus—5 78, means May (5th Month), 1878; 8 79, means August, 1879, &c. This will leave room for the Inspector's initals in each space to show his approval of promotion.					
						First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.

Pupils in the Public Schools of the Province of Ontario.

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario.

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18				18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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18				18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario.

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18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
2nd Quarter.	3rd Quarter.	4th Quarter.		1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario.

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Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario.

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Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 .. Teacher's Name.				18 .. Teacher's Name				18 .. Teacher's Name.				18 .. Teacher's Name.				18 .. Teacher's Name.				18 .. Teacher's Name.				18 .. Teacher's Name.				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter.	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter	3rd Quarter	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 Teacher's Name.				18 Teacher's Name				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name,				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter.	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter	1st Quarter.	2nd Quarter	3rd Quarter	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 .. Teacher's Name.				18 .. Teacher's Name				18 .. Teacher's Name.				18 .. Teacher's Name.				18 .. Teacher's Name.				18 .. Teacher's Name.				18 .. Teacher's Name.				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter	3rd Quarter	4th Quarter.	

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Register No.	Name of Pupil.	Date of Birth	Name of Parent or Guardian.	Residence	Date of Admission	CLASSIFICATION, ADMISSION, AND PROMOTION Dates should be entered in fractional form, thus—5/78, means May (5th Month), 1878; 8/79, means August, 1879, &c. This will leave room for the Inspector's initials in each space to show his approval of promotion.					
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Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18				18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	

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Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 ... Teacher's Name.				18 ... Teacher's Name				18 ... Teacher's Name.				18 ... Teacher's Name.				18 ... Teacher's Name.				18 ... Teacher's Name.				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter.	2nd Quarter	3rd Quarter.	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter	3rd Quarter	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 Teacher's Name.				18 Teacher's Name				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name,				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter.	1st Quarter	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter.	

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Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 Teacher's Name.				18 Teacher's Name				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter.	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter.	

GENERAL REGISTER *of the Admission to and Promotion of*

Register No.	Name of Pupil.	Date of Birth	Name of Parent or Guardian	Residence.	Date of Admission.	CLASSIFICATION, ADMISSION, AND PROMOTION. Dates should be entered in fractional form, thus—5 78, means May (5th Month), 1878; 8 79, means August, 1879, &c. This will leave room for the Inspector's initals in each space to show his approval of promotion.					
						First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.

Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter.	3rd Quarter.	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter.	3rd Quarter.	4th Quarter	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	

GENERAL REGISTER *of the Admission to and Promotion of*

Register No.	Name of Pupil.	Date of Birth	Name of Parent or Guardian.	Residence.	Date of Admission.	CLASSIFICATION, ADMISSION, AND PROMOTION. Dates should be entered in fractional form, thus—5 78, means May (5th Month), 1878; 8 79, means August, 1879, &c. This will leave room for the Inspector's initals in each space to show his approval of promotion.					
						First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.

Pupils in the Public Schools of the Province of Ontario

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18 . Teacher's Name.				18 Teacher's Name				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name.				18 Teacher's Name,				DESTINATION AND REMARKS.
1st Quarter	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter.	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter.	3rd Quarter.	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter	3rd Quarter	4th Quarter.	

GENERAL REGISTER *of the Admission to and Promotion of*

Register No.	Name of Pupil.	Date of Birth	Name of Parent or Guardian.	Residence.	Date of Admission.	CLASSIFICATION, ADMISSION, AND PROMOTION. Dates should be entered in fractional form, thus—5/78, means May (5th Month), 1878; 8/79, means August, 1879, &c. This will leave room for the Inspector's initals in each space to show his approval of promotion.					
						First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.

Pupils in the Public Schools of the Province of Ontario.

SUMMARY OF ATTENDANCE (FROM DAILY REGISTER).

18				18				18				18				18				18				18				DESTINATION AND REMARKS.
Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name.				Teacher's Name				Teacher's Name.				Teacher's Name.				
1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter	2nd Quarter	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter	4th Quarter.	1st. Quarter.	2nd Quarter.	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter.	3rd Quarter.	4th Quarter.	1st. Quarter.	2nd Quarter	3rd Quarter.	4th Quarter.	

PUBLIC SCHOOLS OF ONTARIO.

HINTS FOR THE GUIDANCE OF TEACHERS

TO ACCOMPANY THE PUBLIC SCHOOL PROGRAMME.

The Programme.—The Programme has been constructed with reference to thoroughly graded Schools. In Schools not so graded, and in rural Schools in which it may be impossible to maintain the distinction between classes very rigidly in all the subjects, some deviation from the Programme may, with the approbation of the Inspector, be made. At the same time, no considerable deviations will be permitted in the leading subjects. No Time Table is prescribed; but it is to be understood that every Teacher shall frame one suited to the circumstances of his School.

Reading.—The First Part of the First Book shall be taught from Tablet Lessons. Reading by phrases shall be commenced as early as possible; and such explanations should be given as may enable the pupil to read intelligently, as well as with the easy natural flow which characterizes good ordinary conversation. Clearness, fluency, force and naturalness are essential to good reading. As pupils learn to read principally by imitation, the Teacher's living voice alone can direct in the matter of correct accent, inflection, emphasis, and pronunciation. It is important that the pupils in the Second and higher classes should be regularly required to commit to memory selected passages in prose and verse; and the Teacher should be careful to see that in every case the selections are of decided literary excellence. Pupils in all the classes should be required from time to time to give in their own language a summary of the reading lessons.

Arithmetic.—Accuracy and expertness in performing elementary operations are of the first importance. Problems based on the elementary rules should be given from the commencement of the Second Class. Constant practice in mental Arithmetic is essential. Great stress should be laid on the solution of questions by the Analytic method.

Geography—The School House and its surroundings, with which the pupils are familiar, should be taken as the first subjects of lessons to give correct ideas of boundary and direction. Map Drawing should be practised from the beginning. Definitions in Physical Geography should be fully illustrated in all cases by black board drawings or otherwise.

Music and Drawing.—In Music and Drawing, the pupils in different classes may be taken together at the discretion of the Teacher.

Object Lessons—An object lesson is intended to devolope the faculties rather than to store the mind with information. The Teacher should not tell the pupil anything that he can see or deduce for himself. Pupils should be taught (1) to observe; (2) to describe; (3) to compare and infer.

Grammar—Grammar in the Third Class should be taught without a text-book. The functions and definitions of the essential parts of the simple sentence and of the parts of speech, and the rules for inflection, should be arrived at by induction.

Composition.—Nearly every School exercise, whether oral or written, may be made an exercise in Composition. The Teacher should use especial care in requiring good English from his pupils in their answers in class or at examinations.

History.—No text-book in Canadian History need be used by the pupils. The Teacher should, from his own knowledge of the subject, obtained by the study of the best histories within his reach, deliver his instructions orally. He should give prominence, according to the stage of advancement of his pupils, to the political and civil constitution of the Dominion, and of the Province of Ontario. In the Fourth Class, the pupils are expected to learn the most important facts in English History, to understand clearly what each one of them was, and to know why it is considered important. No details are to be learnt except those which have a bearing on such facts. For instance, as the great fact in the history of the sixteenth century is the struggle between King and Parliament, it is not necessary to pay much attention, in this class, to the reign of James I., or any to such events as the Great Plague, the Great Fire in London, or the Massacre of Glencoe. Very little time should be spent on the period before the Norman Conquest; and the dates committed to memory should be few and important.

The same principles should govern the Teacher in dealing with European History in the Fifth Class, and with the Stuart period in the Sixth. He should always remember that a comprehension of leading facts and general principles is more valuable than the most accurate knowledge of details, if unaccompanied by ability to distinguish what is important from what is not.

Throughout the course, the Teacher should bear in mind the interesting and valuable lessons that may be deduced from the lives of the men and women who have played a prominent part in history.

Hygiene.—By reference to the Programme, it will be observed that Hygiene, or the Science of the laws of health, is to be taught, not from text-books, but by familiar lectures. All the pupils in the 4th, 5th and 6th classes should be made to listen to the lectures on this subject.

Morals.—No text-book in Christian Morals, nor any specific instructions in that subject, have been prescribed. The Teacher, however, will grievously fail in his duty, unless the whole tenor and tone of his instructions in the school-room, and his deportment generally, be not only consistent with the ordinary proprieties of life, but also characterized by a high moral tone. To his pupils he sets a standard of conduct; they insensibly learn his ways of speaking and acting; and any carelessness on his part may do lasting injury to their plastic minds. His business being to form their characters as well as to develop their moral faculties, he should habitually strive to make and to improve opportunities of stamping good and deep impressions upon them.

TEACHERS' COLLEGE LIBRARY
PETERBOROUGH, ONT.